1	2	3	4	5	6	7
19.	Banaras Hindu University, Varanasi	No	N.A.	N.A.	N.A.	Students' Council constituted in terms of Supreme Court's orders functioning since 2007-08
20.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha	No.	N.A.	N.A.	N.A.	Not yet provided in Statutes/Ordinances
21.	Pondicherry University, Pondicherry	No	N.A.	No	N.A.	A nominated Students' Council constituted in terms of Statute 40 is functional.
22.	Tezpur University, Tezpur	No	NA	No	NA	A Students' Council constituted in terms of Statute 39 is functional.
23.	Aligarh Muslim University, Aligarh	No	N.A.	No	N.A.	Student Union elected in September, 2006 was dissolved in September, 2007 following murder of a student and the consequent disturbances.
24.	Indira Gandhi National Tribal University, Amarkantak	No	N.A.	N.A.	N.A.	Yet to start its academic activities

Foreign university centres

*33. SHRI KANJIBHAI PATEL: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that a number of foreign Universities intend to establish centres in the country for graduate/post-graduate courses and research activities;

(b) if so, whether there is any proposal to make new regulations to allow these universities to establish their centres in the country; and

(c) if so, the details thereof?

THE MINISTER OF HUMAM RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) Yes, Sir. Some foreign universities have shown their interest in opening their campuses in India.

(b) and (c) At present, in the field of technical education, the All India Council for Technical Education (AICTE) has a regulation for entry and operation of foreign universities/institutions who wish to impart technical education in collaboration with Indian institutions. A legislative proposal for regulating the entry and operation of foreign educational institutions in India is under consideration of the Government.

Suicides due to fear of examinations

*34. SHRI BANWARI LAL KANCHHAL: Will the Minister of HUMAM RESOURCE DEVELOPMENT be pleased to state:

(a) whether children are ending their life for fear of exams and, if so, the number of students who ended their life during 2006, 2007 and 2008, till date:

(b) whether Government has conducted any study to ascertain the reasons behind these deaths and taken any steps to overcome such unfortunate deaths and, if so, the number of complaints received and the action taken thereon;

(c) whether there is any proposal to change the present system of imparting education and conducting examination/evaluation to overcome the fear of examination; and

(d) if not, the reasons therefor?

THE MINISTER OF HUMAM RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) Reports on cases of students committing suicide have appeared in newspapers from time to time but there could be many reasons including fear of examinations, examination stress or other socio-economic or psychological factors. The data on the exact number of suicides by students due to fear of examinations is not maintained in this Ministry.

(b) The Government recognizes the need to devise measures to reduce fear of examinations among students. Although, no specific study has been conducted to ascertain the reasons behind these suicides, Central Board of Secondary Education (CBSE) and National Council of Educational Research and Training (NCERT) have been taking several measures to reduce the fear of examinations among students.

(c) and (d) National Curriculum Framework (NCF), 2005 recommends measures like reduction of curriculum load, emphasis on comprehension and application of knowledge, focus on continuous and comprehensive evaluation, emphasis on testing of competencies rather than rote memory, making examination more flexible, provision of guidance and counseling in schools, and over all, to make learning child-centric.

Central Board of Secondary Education (CBSE) has taken the following steps to reduce fear of examination:

a. Continuous and comprehensive evaluation with proper weightage to internal school based assessment,

b. The examination system has been reconstructed to test more on conceptual knowledge and understanding rather than rote memory,